



Colonel Light Gardens Primary School

2020 annual report to the community

Colonel Light Gardens Primary School Number: 723

Partnership: Mitcham Plains

Signature

School principal:

Mr Rick Bennallack

Governing council chair:

Allison Wilkinson

Date of endorsement:

8 March 2021



Government
of South Australia
Department for Education

Context and highlights

Colonel Light Gardens has a vision of working in partnership with the community to develop expert learners and maximise the learning outcomes for all students in their social, intellectual and physical development for a productive and fulfilling future. We plan and facilitate teaching and learning in a supportive environment, rich in experiences and catering for a diverse range of abilities and backgrounds.

It is important to reflect on the work of the school and all that has been achieved this year with our continuous improvement agenda. After 5 years as principal, I am proud of our progress and feel very connected to the school and the community it serves.

Our school is recognised as one of excellence. Enrolments continue to increase with significant interest from both in zone and out of zone families to become part of our school community. We started the 2020 school year with 741 students in 27 classes.

The challenges of 2020 with COVID were significant, however the way the school responded was a credit to the professionalism, energy, creativity and determination of staff to always find a way. Whilst many other schools cancelled events like sports day, parent/teacher interviews and school concerts, we found safe and productive ways to proceed. We remained firmly committed to our school improvement plan priorities and strategic directions. Although NAPLAN was cancelled due to COVID, all our other 2020 standardised test data show we again achieved significant growth in our learning. High parent and staff satisfaction with our school was also reflected in surveys.

The work of our committed Governing Council was significant in navigating through a difficult year. The council was again supported by many productive subcommittees. In 2020 the school continued upgrading facilities to better meet the needs of our students with more classrooms painted, 4 sets of doors installed between classrooms, additional furniture and the opening of our covered outdoor learning area (COLA).

Highlights of the year included a range of whole school and group events including, sports day, book week and our end of year concert. Each of these looked very different from previous years, however they were all really successful. We participated in some SAPSASA and sporting events which resumed later in the year.

From a school perspective, dealing with COVID was challenging. However these challenges also brought a number of silver linings including, the technological upskilling of staff, improved communication platforms and better day to day organisational structures.

I continue to feel very privileged to be the principal of this wonderful and innovative school.

Rick Bennallack

Governing council report

There are no shortages in the number of clichés being used to describe 2020. “Unprecedented”, “challenging” and “difficult” are a few of the ones that I thought of when I reflected on the year. But it was also a year that brought out so many of the great qualities the school aims to foster in all our students – resilience being one of them.

As a Governing Council we had to adapt to changing circumstances – socially distanced meetings across two classrooms, Zoom meetings, and remote presentations from students. I’m not even going to start on how many plans we made for our final meeting of the year.

This constant change was magnified a hundredfold in the school. We saw the incredible energy and adaptability of the teaching and leadership staff. They met every roadblock with a determination to find a way to continue providing all the students with a fun and productive year. Over and over again we saw Plan A, Plan B and then Plan C fall apart, with staff then pulling Plan D out of nowhere at the last minute.

Perhaps more than ever, for many students, school was a fun, stable and great place to be, even when the situation outside was changing constantly.

I would therefore like to thank all of the school leadership team, teaching staff, SSOs and our wonderful office staff who made 2020 not just a year to be endured, but one to be enjoyed.

I also wish to thank the members of the 2020 Governing Council, who continued to show up with all the dedication and enthusiasm they always bring to our meetings, in our unpredictable and ever-changing meeting schedule.

And as always, I want to take the opportunity to thank our magnificent crew of volunteer parents, grandparents and others who contributed their time and energy through volunteering at school. While 2020 might not have been the year we envisaged, your contribution definitely made it better.

Allison Wilkinson

Governing Council Chairperson

Quality improvement planning

2020 was our second experience in using the department's standardised school improvement planning format, utilising a system wide school improvement cycle to develop, implement and monitor progress. As articulated in our School Improvement Plan (SIP), our focus continued on maintaining and improving our high achievement standards through effective teaching and learning practices. Our school wholeheartedly embraced the school improvement cycle, being authentic to the planning process and each of the stages in the improvement cycle. We allocated the necessary time for planning, reviewing and adjusting along with the all the resourcing we could allocate to our school improvement agenda. Our three year (2019 - 2021) School Improvement Plan was slightly adjusted in targeting 3 priority areas as our core business. The identified components were on improving reading, improving writing and improving the aspects of number of mathematics. The goals centered on gaining further lift in higher band achievement as we know a 'rising tide lifts all boats'. Key strategic actions and targets were identified in each priority. This included adjusting the 'Challenge of Practice' for each goal. Actions were documented and the School Improvement Team (SIT) regularly reviewed the plan, associated actions and the impact we were having. Adjustments were made as needed, especially when COVID hit. The SIT is a representative body of 10 staff members from across the school, with both teacher and non teaching staff representation.

A key driver in our improvement agenda involved embracing evidenced based structures and programs to add value to our work. After a year of research, in 2020, the school adopted the Seven Steps writing program. This has made a significant difference already in the standard and output of writing. We extended our commitment to Brightpath for all our Reception to year 3 students whilst further embedding commitments made in 2019 to Soundwaves for spelling and Fountas and Pinnell for year 3 to 7 reading assessments.

We relied even more on our teacher professional learning teams (PLTs) as a key driver for learning improvement. These teams were strengthened with additional resources and redefined expectations to improve consistency across teams. Teachers met weekly in teams to work and plan together to deepen their pedagogical learning through collaborative planning, discussions and deconstruction of student data sets.

Although NAPLAN was cancelled, significant progress was made in achieving many targets. Strategies in place built on the work of previous years, reflecting further growth. Data analysis shows us achieving greater consistency across and between classes continues to be a key component in our improvement agenda.

A key component in our efforts to improve outcomes for students involved developing clearer understandings and standards regarding our behavioural expectations of students. Two pupil free days and a number of staff meetings were dedicated to reviewing and refining our whole school behaviour code. The work of embedding both the whole school literacy and numeracy agreements was also a priority. Coherence in delivering on the high yield strategies outlined in our agreements remains a key priority.

A pupil free day was allocated in term 4 for a rigorous self-review process designed to help our school improve. The time allocated gave staff the opportunity to explore, discuss and make informed decisions about school and student progress, improvement and achievement. We were able to monitor progress against the standards and to review the effectiveness of improvement and intervention strategies. From the work undertaken on the day, decisions and recommendations were made which have shaped our updated 2021 School Improvement Plan.

Planning for improvement needs to find the balance between working within systems and cycles and still allowing for opportunities to be embrace new opportunities. The journey continues.

Improvement: Aboriginal learners

In 2020, Colonel Light Gardens Primary School had an enrolment of 7 aboriginal students. One student left after a term to return back to her previous school. Of the remaining 6 students, 5 had transferred into our school in the previous year. 3 of the 5 came from the same family. Each of the new students came with significant learning deficiencies.

Unfortunately none of them had achieved the SEA at their previous sites. A couple of the boys came to Colonel Light Gardens Primary School very disconnected with schooling and initially with some significant behavioural challenges. By the end of 2020, each of the 5 new students had settled into CLG, understanding our expectations and our way of working. The behavioural challenges have dissipated. The attendance of each student is significantly higher. Each student is engaged, connected and is able to articulate they feel happy and supported.

Although none of the 5 newer students are were able to meet the Standard of Educational Achievement (SEA) in reading for their year level, each and everyone of these students has made significant progress and is closing the gap between their achievement and the year level SEA expectations.

The one indigenous student who has been at CLG since Reception is very high achieving and we are continuing to ensure she is challenged and supported.

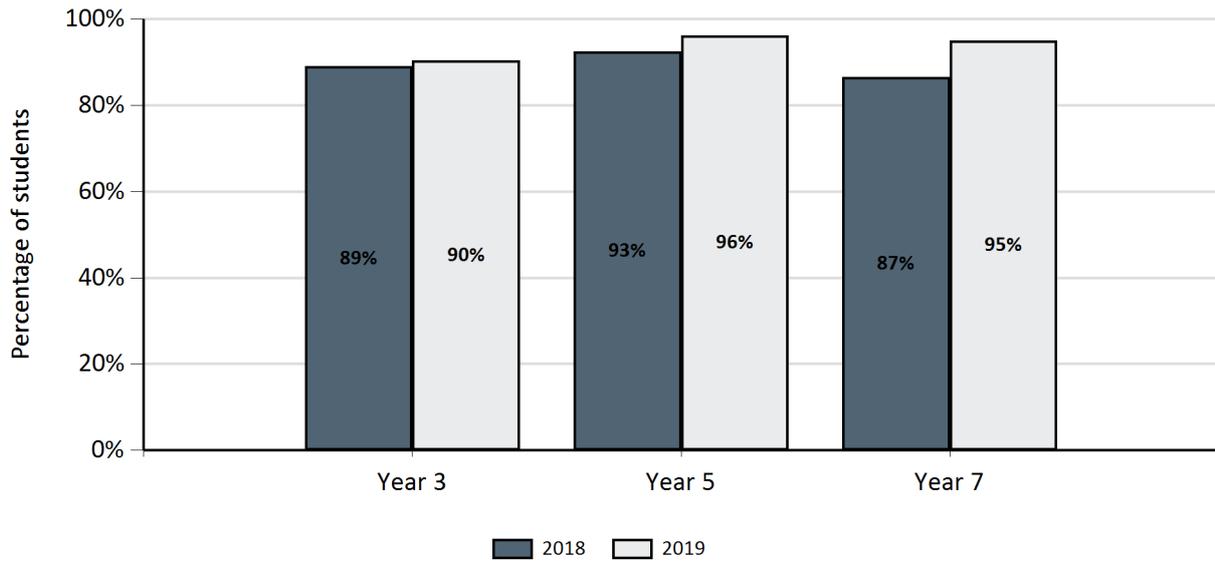
These results are a good news story and a credit to the inclusive and supportive culture of Colonel Light Gardens Primary School.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

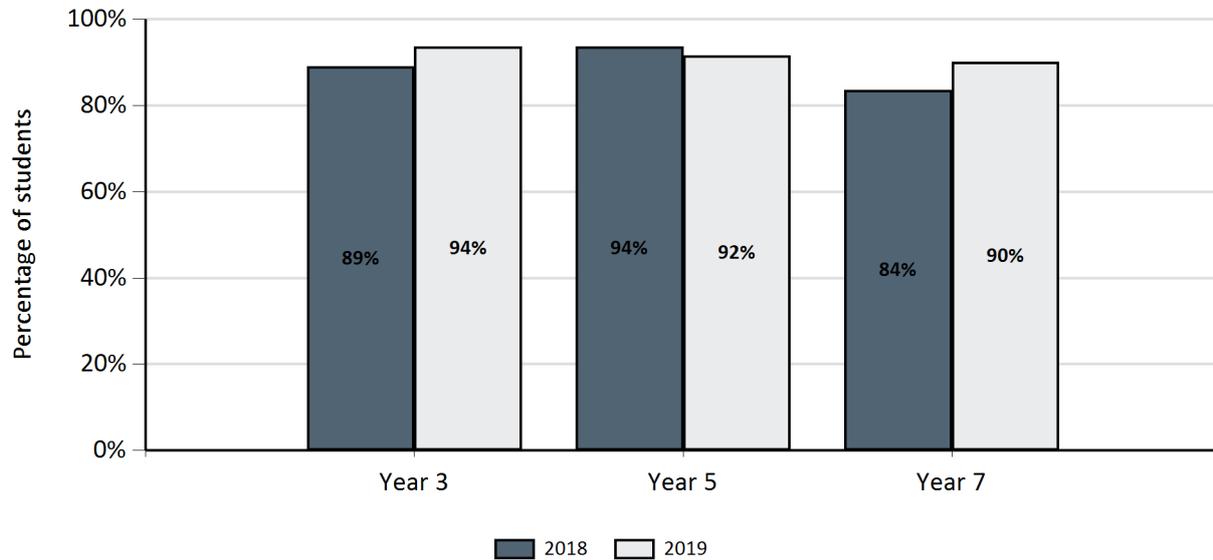


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	37%	40%	25%
Middle progress group	48%	45%	50%
Lower progress group	14%	15%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	38%	25%
Middle progress group	57%	48%	50%
Lower progress group	14%	13%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	94	94	58	43	62%	46%
Year 3 2017-2019 Average	87.3	87.3	51.7	39.7	59%	45%
Year 5 2019	107	107	52	44	49%	41%
Year 5 2017-2019 Average	91.7	91.7	39.3	32.3	43%	35%
Year 7 2019	61	61	25	20	41%	33%
Year 7 2017-2019 Average	59.7	59.7	23.0	19.3	39%	32%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

With the onset of COVID, the federal government made the decision to cancel all NAPLAN testing across Australia in 2020. We were confident that if the tests had proceeded, we would have witnessed additional growth across the year 3, 5 and 7 cohorts.

Without NAPLAN data we had to rely on other data sets at our disposal to determine progress. These data sets included Progressive Assessment Tests (PAT) in reading and mathematics for all year 3 to 7 students, along with running record reading data for Reception to year 3 students and the phonics screening assessment check for our year 1 students.

PAT data showed collective growth in every year level from year 3 to 7 in both reading and mathematics. The highest levels of cohort growth were in year 3 reading and mathematics, year 4 reading and year 6 reading and mathematics. With the phonics screening check, 78% of our year 1 students achieved the benchmark score of 28, this was up from 74% in 2019 and 65% in 2018.

Running record data in all year levels from Reception to year 2 showed improving percentages of students achieving the Department for Education's Standard of Educational Achievement (SEA) by the end of September. The SEA standard for Reception is level 5, for year 1 is level 13 and for year 2 is level 21. Over 85% of students in these year levels combined achieved the SEA which is an improvement from the previous year.

In 2019, NAPLAN results from previous years 3 to 5 and 5 to 7 showed overall strong growth in both reading and numeracy with students in both cohorts making equal to, or in most cases greater middle or upper growth from their previous result, compared to the state average of 75%. The most pleasing growth was in years 5 to 7 reading and numeracy. The 2019 data showed improvement in the percentage of year 3, 5 and 7 students meeting the SEA in reading and in year 3 and 7 for numeracy. Higher band attainment results also showed pleasing growth in reading and numeracy especially with 62% of year 3 students in the top 2 reading bands. Our aim in 2021 is to see further growth in each of the NAPLAN data sets.

Whole of school agreements and the use of evidence based programs are utilised to support staff and promote consistency. Teachers spend time analysing previous results at the beginning of the year, and focus on areas of weakness to provide a team approach to improvement.

We have in place clear data collection expectations and timelines. Staff continue to be provided the necessary time and support to examine and analyse the trend data at a school, cohort, class and teacher level for: NAPLAN, PAT Maths and PAT Reading, Phonics Screening Check, Running Records and Fountas and Pinnell. We allocate specific targeted support to every class and PLT to deliver on learning outcomes. Intervention programs are closely monitored to ensure resources are maximised to deliver the best outcomes possible.

Attendance

Year level	2017	2018	2019	2020
Reception	93.1%	92.7%	93.9%	93.7%
Year 1	93.9%	94.6%	94.4%	93.6%
Year 2	94.6%	95.8%	93.7%	92.5%
Year 3	94.9%	93.4%	93.9%	92.9%
Year 4	94.2%	93.9%	93.7%	91.5%
Year 5	93.6%	94.6%	92.8%	91.9%
Year 6	92.9%	92.5%	94.0%	92.4%
Year 7	93.0%	92.0%	92.8%	90.7%
Total	93.8%	93.8%	93.7%	92.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Like every school across the state, the advent of COVID had an immediate and lasting impact on student attendance data for 2020. Many families chose for short periods of time to not send their children to school until they were more informed or comfortable in sending their children back for face to face learning. In many ways however, our school was unique in that, even during the peak of COVID our 'at school' attendance only fell below 50% on 2 days. Many other schools in the state and area were below 20%. Even with all of these challenges our absence rate in 2020 was 7.4% overall compared to 6.3% in 2019 which mirrored the 2016, 2017 and 2018 percentages. Considering all the variables and challenges, this is an excellent result. This data continues to be impacted by mainly 2 families.

Behaviour support comment

Overall, we continue to maintain a calm learning environment in both the classroom and the yard. The link between quality teaching and student engagement is critical. Helping students learn to make positive choices in their attitude and behaviour are significant factors in student success. In 2020, 266 consequences were imposed as a result of either class or yard intervention. This number was down from the 319 consequences in 2019 and more in line with the 254 in 2018. This decline is particularly pleasing considering the extra 60 students in the school. Of the total of 266, 173 consequences were for yard related issues (down from 227 in 2019). We had 45 class interventions for office time out (up from 37), 21 take homes (down from 33) and 21 suspensions (up from 15) and 1 exclusion (same as 2019). In 2020 the school spent the whole year reviewing and redrafting our behaviour code, which is now in place for 2021.

Client opinion summary

In 2020, the Department for Education adopted a new look School Parent Engagement Survey completed online from 7 September to 25 September 2020. The survey was coordinated centrally by the data and reporting team. It also replaced the need for schools to conduct a separate survey using the parent questions in the National Schools Opinion Survey.

Parents of our school students were sent a link via email or SMS during the survey period. We also promoted our unique survey link via our school's communication app, newsletters and social media accounts. This is the first time all parents have been provided the opportunity to directly engage with the department in this way.

We had a wonderful response to the survey with hundreds of families participating. Parents and carers were presented with 18 statements, with 2/3 of the questions about the school. Parents were asked to indicate to which level they agreed or disagreed with the statement. The remaining questions asked parents and carers about future schooling options for their child. Overall our school was highly rated in many areas including:

- People respect each other at this school – 92% of respondents either strongly agreed or agreed with the statement
- Teachers and students treat each other with respect at the school – 92%
- I feel like my child is important to the school – 81%
- I receive enough communication from the school – 86%
- The school communicates effectively with me – 82%
- I have useful discussions with the school about my child's learning – 72%
- Teachers at this school provide my child with useful feedback about their schoolwork – 69%
- I know what standard of work the school expects of my child – 67%

Areas to work on include:

- The school provides me with useful tips on how to help students learn at home – 52%
- The school provides an opportunity for me to have input about my child's learning – 56%

We are committed to exploring the areas outlined to help our community feel more informed and connected.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	3.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	43	38.4%
Transfer to SA Govt School	65	58.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

As a result of the release of the Volunteer Policy and Procedures in October 2018, our school implemented a new volunteer accreditation processes. We run volunteer information sessions, three times every term. Potential volunteers are provided with all the information they need to become a CLG accredited volunteer, including all the forms and the online certifications needed. We now have over 250 accredited volunteers. All accredited volunteers are required to obtain a Working with Children Check clearance and undertake both mandatory online Responding to Abuse and Neglect and Volunteer Induction training. They are also required to submit a Volunteer Application, a Volunteer Agreement and a Volunteer Induction form. Our processes are thorough and put student safety at the forefront.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	72
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	37.1	0.0	12.5
Persons	0	45	0	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$6,516,256
Grants: Commonwealth	\$8,814
Parent Contributions	\$403,736
Fund Raising	\$687
Other	\$57,806

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Students are identified as needing additional support through submissions to our Student Review Team (SRT). Plans and programs are put in place. These plans and the relevant data sets are reviewed every term.	All students receiving Tier 2 support have a documented learning plan.
	Improved outcomes for students with an additional language or dialect	Funding was used to support students and improve learning outcomes of our students identified with English as an additional language or dialect (EALD).	All students receiving EALD support have a documented learning plan.
	Inclusive Education Support Program	Funding was used to support specific students identified through Inclusive Education Support Program (IESP) funding. This is a functional needs-based funding model for school students with a disability.	All students receiving IESP funding have a documented and detailed One Plan.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Every cent of our Tier 2 funding is utilised to support students at risk including our small cohort of aboriginal students and those who are vulnerable or at risk. Our school has in place detailed, documented and precise mechanisms and processes to ensure no student falls through the cracks. Identified students are supported through the work of our Student reviews Team (SRT). A range of options are considered to provide the best support including a dual focus on wellbeing and learning. We know that for students these are inextricably linked.	Every aboriginal student at CLG for all of 2020 achieved growth in reading, with an increased attendance percentage and a decline in behavioural issues.
Program funding for all students	Australian Curriculum	Funding was used to support teaching staff to deliver a robust and engaging curriculum to all students utilising the Australian Curriculum as the basis of their planning, programming and delivery.	Teachers are more familiar and skilled than ever before in using the curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Our site did not receive any funding for Aboriginal languages program initiatives.	Not applicable.
	Better schools funding	Our school has utilised the Better school funding over the last few years to provide teaching staff with additional 'in classroom' support to be used at their professional discretion to lift standards and achievement.	The initiatives and plans in place are positively impacting SEA achievement.
	Specialist school reporting (as required)	Our site did not any receive specialist school funding	Not applicable.
	Improved outcomes for gifted students	Our school has utilised funding over the last few years to provide teaching staff with additional 'in classroom' support to be used at their professional discretion to lift higher band standards and achievement.	The initiatives in place are positively impacting higher band achievement.

